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E2EX 84  
Cap 2

JOB RELATIONS TRAINING

Outline for a 2-Hour Appreciation Session

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Prepared for those who have participated  
in the 10-hour course

The appreciation session of JRT is a complete description and discussion of how to keep good working relations with people, and how to improve the handling of problems when they arise. Those who take part in this training should have a clear idea of how to improve job relations. Those who have participated in the 10-hour course have had an additional chance to practice and use the method on situations of their own. The JRT institute provides training in how to conduct a 10-hour course. This summary is for the use of those who have had only the 10-hour course, but who wish to explain the procedure to others.

- I. Introduction.--What job relations is, its origin, use, and application to the group.
- II. Foundations of Good Relations.--How a supervisor gets results through people - the foundations for good relations - the importance of the individual.
- III. How To Handle a Problem.--Presentation of a specific case to bring out the four steps to follow.
- IV. Use of work sheet in analyzing a situation and determining the action to take.
- V. Summary.--Application to work of group. Situations that impede desirable relationships. Outline for presenting a job relations problem.



## INTRODUCTION

Be sure the group is arranged so that they can see and hear easily.

The first step in correct instruction is to prepare the group. Establish a friendly attitude, tell them what you are going to do, find out what they know about it, and get them interested in learning more.

Rework all ideas into your own words using personal and local illustrations. Try to include the following:

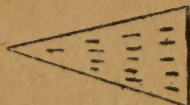
Job relations training (JRT): How to improve job relations - is a plan that will help you get and keep good working relations with people on a job and will improve the way to handle a problem when it arises.

This is not my program. It was developed by Training Within Industry Division of the War Manpower Commission from the experience of successful supervisors. The Civil Service Commission adapted it for use in the Government. You may make still further adaptations.

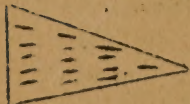
We are here to discuss a problem common to all of us--how to get and keep good relations with the people we work with. Each of us has something to contribute. You know your jobs and your workers and have had experience in getting people to work together. This experience is your contribution. I am familiar with a plan for discussing how to improve these relations. That is my contribution.

My assignment is to present the plan, help you to understand it, give you a chance to try it out, and assist you in applying it.

Every organization or group is faced with its own peculiar problems. Some have expanded greatly in recent years. Others may be contracting.



When increasing - many people advanced - new assignments - experience and preparation limited.



When reducing - many people squeezed out - uncertainty - discrimination - dissatisfaction.

Too few people realize the complexity and difficulties of human relations. Good equipment, improved working conditions, simplified procedures, all help. But these are not enough. You need loyalty and cooperation of people.



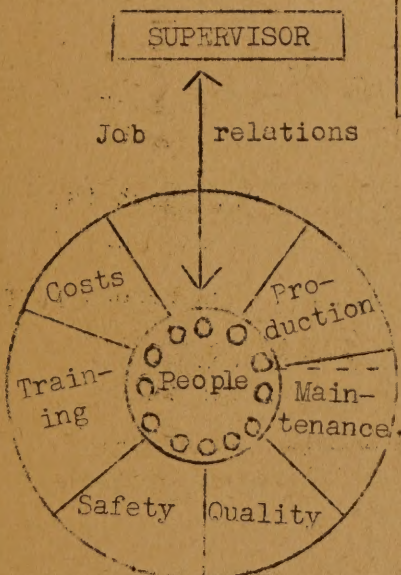
When a new machine is installed a handbook of directions comes with it. When new people come on the job handbooks don't come with them. But they are much more complicated and difficult to understand.

People judge an organization in terms of the treatment they receive from their immediate associates.

No one from the outside can come in and tell you what to do in handling a problem with one of your own people. I am certainly not going to try. But experienced persons have developed skill in handling the problems that face them. This skill can be improved. There is much to be learned from the experience of others. Let's see what we can find out about this skill.

The use of the blackboard in this discussion is very important. An outline follows to show the completed arrangement of the principles, which are developed with the group and recorded on the board in a logical step-by-step procedure.

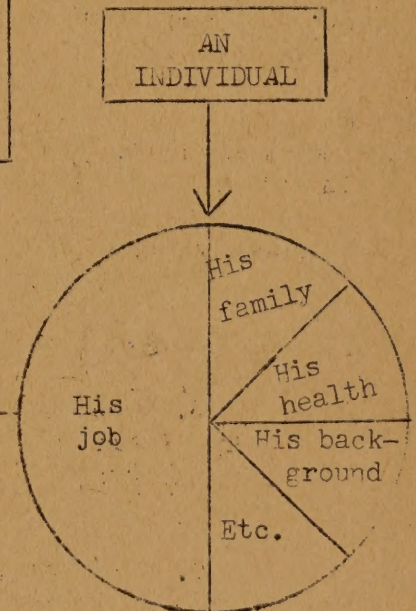
You get results through people.



How to handle a problem

Get the facts.  
Weigh and decide.  
Take action.  
Check results.

You must treat people as individuals.



Foundations  
of  
Good Relations

- \* Let each worker know how he is getting along.
- \* Give credit when due.
- \* Tell a worker in advance about changes that will affect him.
- \* Make best use of each person's ability.



## FOUNDATIONS OF GOOD RELATIONS

What are the common titles for different types of responsibility in your agency?

Write suggestions on board.

These people may all be represented by the term "supervisor."

1. Write (supervisor) on left of board and erase titles.

For the purpose of our discussion when we refer to a "supervisor" we mean anybody who gets work done through others. We are thinking of supervision as a function and not as a title. It may be supervision of a research study, an Extension project, a group of agents, or some special assignment.

We'll let this circle represent the job.

2. Draw large circle below the word "supervisor."

What are some of the things for which your boss holds you responsible?

3. Write down whatever is mentioned - dividing the circle into segments.

We'll let this final segment represent all the other responsibilities.

4. Leave the final segment blank at top of circle.

We won't try to describe the whole job. Instead let's see if there is anything in common about these responsibilities. Who gets out production?

5. Do not spend too much time getting the answer, which is "people."

Let's put some small circles in the production segment to represent people.

6. Repeat similar questions for the other functions to bring out the answer, "people," and put circles in other segments to represent people.

7. Draw a line around the circles.

In every kind of work responsibility there are people. When we look at any part of the job we find people.

8. Erase section lines and write - people - in the inner circle.



Evidently people are the hub. You as a supervisor carry out your responsibilities through people.

9. Draw a double-headed arrow between supervisor and people-- label it job relations.

Job relations are the every-day relations between you and the people with whom you work.

Give examples of situations - expand them into brief stories.

Sometimes the relations between you and the people are good. Sometimes they are poor. Good relations are present when workers feel that the boss is fair and square, and when they feel important to their organization. Poor relations are present when friction and ill will exist and when there is a lack of interest in the work.

We can summarize all these points by one statement--(you get results through people.)

10. Write this statement at top of board over supervisor.

Review the section on the supervisor, finishing with people in the circle.

Are all these people alike? Let's pull out one of them and take a closer look.

1. Draw a dotted line from one small circle to another big circle at right of board.

We'll let this circle represent an individual.

Let's look at what makes up this person. How does he earn a living?

2. Get answer (his job) and write on left half of circle.

Now what else makes up this person? What are some of the things that make him different from another person?

3. Write in suggestions of group on right-hand half of circle. Be sure to bring out family, health, finances, hobbies, background.

He doesn't leave part of himself at home when he comes to work. You need to know him as a separate person, because he is different.



We agree, don't we, that (you must treat people as individuals)?

4. Write at top of board above an individual.

There are certain basic rules or methods of dealing with people, practiced by successful men, which tend to strengthen these relationships and to prevent grievances from arising. They form the underlying spirit of good working relationships.

They are called (Foundations of Good Relations.) Let's look at a few. I'll illustrate them by examples. Will you see if you can determine the principle.

Have a story ready from your own experience to illustrate each of the four basic foundation principles. Tell the story and ask the group to identify the principle involved. Write it on the board under the heading "Foundations for Good Relations." The principles are:

- \* Let each worker know how he is getting along.
- \* Give credit when due.
- \* Tell a worker in advance about changes that will affect him.
- \* Make best use of each person's ability.

We have been talking about our responsibilities and how to get work done through people.

We have emphasized that "people must be treated as individuals."

We have discussed some of the basic principles for working with people.

These will help you in getting good job relations, but they will not prevent all problems.

We are going to get some practice in handling problems in job relations, and in applying the basic principles. But first let's have a little break before going into the discussion of a specific problem.

Consider a short recess - but be sure to warn everyone to be back promptly - the rest of the session depends on the case that will be presented upon reconvening.



## HOW TO HANDLE A PROBLEM

For our purpose any human relationship in which you have to take action is a problem. Let's take a look at how one supervisor handled a problem. This is a case in Government work. It is typical of many other similar situations.

Tell the story well - change no ideas - use words natural  
to you - read if necessary - leave out no details.

x x x x x x x

Joe Smith was an excellent worker while on the job and had been in the section about 2 years. Some time ago he had fallen into the habit of taking annual leave Monday forenoons. The rush of work was so great that his absence got the section off to a bad start and made it a struggle to keep up with the work load.

The supervisor spoke to him about it several times but Joe just said he was going to take all of his annual leave that way. The supervisor suggested that it would be better for the section if he would take his leave 1 week at a time. Joe merely added that he didn't like that idea and guessed he could continue as he had been doing. The supervisor got pretty sore about Joe's attitude.

Then one day during the middle of the week an order covering the taking of leave was issued by the administration and distributed to all employees. It prohibited the taking of annual leave on Saturday P. M. or Monday A. M. without prior approval. It went into effect immediately.

The next Monday morning Joe again didn't show up. The work load was unusually heavy that morning and things got balled up because of his absence.

When Joe came in at one o'clock, the supervisor was thoroughly disgusted and yelled out at him, "Hey, Joe, we got along without you this morning, suppose you take the rest of the week off. That'll give you plenty of opportunity to think over the importance of staying on the job full time after this."

x x x x x x x

This supervisor had a problem, didn't he? How well do you think he handled it?

Take a few minutes for discussion.



Just what was Joe's supervisor aiming to accomplish?

Get group to agree that he wanted Joe at work regularly because he needed him.

But he sent him home.

If group tends to agree with supervisor, remind them that he wanted Joe on the job.

Would you have taken this action?

Do not discuss at length. If following points do not come out, make them yourself.

He made no attempt to find out why Joe didn't come to work that particular morning.

The supervisor jumped to the conclusion that Joe was determined to have his own way.

The disciplinary action that he took was hard on the section.

Suppose we have the rest of the story.

x x x x x x x

Well, Joe left immediately. A couple of days later the personnel officer stopped Joe's supervisor and said he had heard he was pretty rough on Joe Smith about his Monday morning absence.

Joe's father had been hurt in an accident that morning and Joe had to take him to the hospital. Joe had asked a neighbor to telephone the office. The neighbor forgot. When Joe came in that afternoon he didn't know that the supervisor hadn't heard about what had happened.

x x x x x x x

Do these additional facts throw more light?

The supervisor assumed that he wasn't going to be able to count on Joe.

But Joe's failure to come to work was for a good reason.

He thought his supervisor had been notified.



Let's look at what the supervisor did from three angles.

How would Joe feel toward his supervisor? Discuss.

How did other people in the section feel about the way he treated Joe?  
Discuss.

What did it do to production? Discuss.

It was wrong on all three counts.

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Is there a way to avoid mistakes like this?

What could Joe's supervisor have done first?

If someone suggests "talk to Joe," give him a chance to explain - ask - do you mean (get the facts), then write on board - top center under heading (how to handle a problem).

Then what would he do with these facts?

Get group to say (weigh and decide) and write on board.

After deciding what would you do next?

Get group to say (take action) and write on board.

Then it is a good idea to see how it came out.

Write (check results) on board.

These are the four steps for handling a problem.

Hand out card or folder (Extension Farm Labor Circular 27).

Here is a complete outline of the plan.

Review the four foundations of good relations and the four steps in how to handle a problem referring to Joe's case for illustration.



## USE OF WORK SHEET

In analyzing a problem it is helpful to use a work sheet.

Hand out work sheet or refer to one in Extension Farm Labor Circular 27.

Remember, we are just getting a pattern here to become familiar with the method. We are handling a case in slow motion. On the job we don't have time to write anything down, but even then none of the four steps should be slighted.

Let's analyze the problem of Joe's supervisor on this form.

Just what was the problem facing this supervisor?

Get the group to say "a break in relationships between Joe and his supervisor" and write at top of work sheet.

Have group put the following on work sheet as they are developed and as you write them on board.

### Step 1. Get the facts.

1. Excellent worker.
2. Took annual leave Monday A. M.
3. Section very busy.
4. Absence held up work.
5. Supervisor tried to change his habit.
6. New order issued and distributed to all workers.
7. Joe absent again.
8. Work balled up.

### Step 2. Weigh and decide.

#### Objectives:

1. To keep Joe on the job full time.
2. To maintain production.
3. To carry out policies.
4. To maintain morale.

#### Possible actions:

1. Lay off balance of week.

#### Final decision:

1. Lay off balance of week.



Step 3. Take action.

Handled by supervisor at once.

Step 4. Check results.

Consider effect on individuals, group, and production.

Consider use of foundations of good relations.

Note: The development of the case should be taken up step-by-step, giving the group plenty of time to go through the process of analysis themselves.

We have seen that the action taken by Joe's supervisor did not help because he failed to get all the facts. He did not weigh properly all the facts he had.

Let's apply the foundations to see if the problem could have been avoided.

1. Let each worker know how he is getting along. The supervisor had told Joe that he could improve the work of the section by taking his leave 1 week at a time.
2. Give credit when due. Apparently Joe was considered pretty much a cog in a machine.
3. Tell an employee in advance about changes that will affect him. Joe received new leave order, but supervisor did not talk with him about it.
4. Make best use of each person's ability. Apparently Joe was being used where he could do a good job.

So we see that if Joe's supervisor had talked with him about the change in regulations, he would have known Joe intended to follow them. This would have caused him to ask Joe for an explanation of his absence rather than to assume that it was deliberate.



## SUMMARY

A number of cases could be used to bring out and emphasize the importance of other principles or the omission of certain steps in handling a problem. In the 10-hour course more cases would be presented and you would be given an opportunity to bring in and discuss a problem of your own.

What we have covered in this 2-hour period gives you a better appreciation of what is involved in getting and keeping good working relations with people. I hope you will be interested in following it up and in using some of the ideas that have been discussed.

If the meeting is to be followed by a practice period at a later date, instructions should be given in regard to it.

Hand out and discuss the sheet on problem situations.

Hand out and discuss the outline for presenting a problem.

Hand out an extra copy of Extension Farm Labor Circular 27.

